

## EXPERIMENTAL "PLAY"

## painting

*Paint..... tones, tones, tones*

Let students experiment with **WHITE** and **BLACK** paint. They will soon discover **GREY**, and that the black is very strong. Give each student only half as much black paint as white. Draw attention to the student who produces a very light grey. How was it made? With only a very small "touch" of black in the white? Or was more and more white added to black? Watch that too much water isn't added to the paint so that the grey is always watery and weak. Use the tone vocabulary — dark, light, medium dark, lightish, etc. This need not be a long session. It could also be done in small groups throughout the week, at a desk set up for the activity. Let the students learn from each other — they can be effective teachers. If the class is experienced, let them experiment further with black and white paint. Try painting on black or grey paper, on aluminium foil, on black plastic...



Even experienced painters can learn new possibilities of the expressiveness of tones when engaged in experimental play.



EXPERIMENTAL "PLAY" IS NOT A WASTE OF TIME, PAINT AND PAPER. IT SERVES TO **SAVE** EACH OF THOSE IN THE FUTURE. IT IS THE LEARNING GROUND FOR ESSENTIAL CONFIDENCE, AND FOR MANY THINGS THE TEACHER MAY TAKE FOR GRANTED THE STUDENT KNOWS, e.g. What a painting rag is for.

[The rag is for soaking up excess water from the cleaned brush — and for cleaning up little spills.]

a wall chart discussion

EXPERIMENTAL "PLAY"

MAKE A WALL CHART ~

black, white, greys

Cut interesting snippets from the students' experimental work and DISCUSS.

Add descriptive words to chart.

